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ABSTRACT

The document represents the concluding phase of a two-part study analyzing data to determine the impact of institutional training on women. It is an exploratory data collection effort to assess factors which appear to affect the performance of women during institutional training in 12 sites. Skills center staff and employment service personnel were interviewed. Questionnaires were administered to a sample of students attending classes at the time of the field review, and data were also collected from records of a sample of previous enrollees, to provide information on enrollee characteristics, completion, and placement rates. Data collected point up major findings concerning women in manpower programs. (1) Female trainees are generally being trained in the same occupation as that of their last full-time job. (2) There is little enrollment of trainees in courses traditionally reserved for the opposite sex. (3) Manpower training for women is directed primarily toward upgrading previously acquired skills and affords few opportunities for training in alternative occupations. (4) There is evidence of stereotyping in training placement of female enrollees--by both personnel and trainees themselves. Other relative findings show lower average wages and narrower ranges of training choices for women. A four-page summary of the complete MDTA project has been included. (MW)

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EVALUATION OF THE AVAILABILITY AND EFFECTIVENESS OF MDTA INSTITUTIONAL TRAINING AND EMPLOYMENT SERVICES FOR WOMEN

FINAL REPORT

SUBMITTED BY:

MARK BATTLE ASSOCIATES
AND
EXOTECH SYSTEMS, INC.

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CHAPTER ONE

BACKGROUND AND SCOPE OF THE STUDY

This study is one of a series jointly developed and administered by the U.S. Office of Education and the Manpower Administration in the Department of Labor. It provides the first comprehensive examination of data to show the impact of manpower programs on women. The specific purposes of this study are:

- To develop a synthesis of information useful to planners and administrators concerning the effectiveness of occupational training and services in preparing women for entry and re-entry into the labor market.

- To review and analyze data relating to occupational program offerings in which women are enrolled in Skills Centers.

- To examine how the system works for women clients (e.g., how women fare in the recruitment, selection, and referral process; differences in job placements for men and women; and salary compatability with men performing the same job).

- To identify, analyze, and describe those factors which appear to affect adversely the performance of women during institutional training.

The study was divided into two phases. Phase I was an analysis of secondary data related to the MDTA program. This phase of the project was further divided into two major tasks: (1) a literature search, and (2) a re-analysis of the MDTA Outcomes Study. The data uncovered in the review of the literature fell into two major areas: data concerning women as members of the national labor force and data concerning women as enrollees in the MDTA program. The major sources of national data were the Bureau of Labor Statistics' Earnings and Employment, 1972; the 1970 U.S. Census; the Economic Report of the President, Chapter 4; and a five-year longitudinal study of women by Ohio State University for the U.S. Department of Labor. The major sources of data concerning MDTA

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enrollees were the President's Manpower Report, the HEW Secretary's Report (both annual documents), additional DOL data runs, and seven MDTA evaluations.

A detailed re-analysis of the MDTA Outcomes Study was undertaken in order to examine this data source in terms of the impact of MDTA on the female respondents. The MDTA Outcomes Study is the only study which contains follow-up data regarding employment and earnings on MDTA enrollees. (Sample size--~~2,467~~ former MDTA institutional enrollees). The re-analysis focused on data describing the personal characteristics, pre-training, training and post-training experiences and earnings for women. Merging social security data with study data, the re-analysis provided new information about female characteristics as they relate to pre-and post-training occupations and the extent to which MDTA institutional training programs served as a port of entry or re-entry into the labor force. Comparability of pre-and post-training earnings of female and male respondents was examined. The re-analysis discusses female experiences as they relate to choice of training, as well as the degree to which female trainees are locked into sex stereotyped occupations.

Phase II (the data collection effort) was designed to provide an exploratory study of the referral, recruitment, training and placement processes as they pertain to female enrollees of 12 Skills Centers and to report all relevant findings. Major emphasis was placed on the collection of data which would identify and describe the factors which appear to affect the performance of women during institutional training.

The universe of institutional programs from which sites were selected for case studies consisted of the 80 MDTA Skills Centers funded during FY 1973. The Skills Centers provided ideal vehicles for an exploratory analysis because staff involved in all elements of interest to the process evaluation (i.e., recruitment, referral, training and placement) were readily accessible. The Skills Centers also provided a broad spectrum of occupational offerings, as well as a physical concentration of enrollees, which is not provided by individual referrals or class-size projects.

The following guidelines were applied to the selection of sites for the case study analysis:

- Centers of sufficient program size (4 to 7 occupational clusters) to offer alternative training opportunities for women and sufficient numbers of both female and male enrollees available for interviews.

- Centers which together offered a broad geographic distribution.
- Centers located in areas which provided variation in major demographic characteristics, rate of unemployment, percent of heads of household below the poverty income line, and percent of minority population.
- Avoidance of centers that have been extensively reviewed by other outside agencies.

Based on the above criteria, the following Skills Centers were selected:

Albany, New York

Atlanta, Georgia

Birmingham, Alabama

Chicago, Illinois

Cincinnati, Ohio

Denver, Colorado

Little Rock, Arkansas

Los Angeles, California (Watts Skills Center)

Phoenix, Arizona

Pittsburgh, Pennsylvania

San Antonio, Texas

Trenton, New Jersey

At each of the 12 centers, interviews were conducted with five respondent groups: trainees, directors, instructors, counselors, and Employment Service personnel. Approximately four days per site were spent at each center.

Trainee Sample

Within each site participating enrollees were selected by class group. Class groups were selected to represent similar occupations from each center for comparability of data. Using those classes, a minimum of 75 completed interviews per site (50 female enrollees and 25 male enrollees) was sought. In most centers approximately 110 enrollees were sampled: 70 females and 40 males. The questionnaires were administered to approximately 25 enrollees at one time, with the enrollees completing their own forms. There were 961 completed enrollee questionnaires for analysis.

Director Sample

Personal interviews were conducted with Skills Center directors and assistant directors for a total of 12 directors and 17 assistant directors.

Instructor Sample

Approximately six instructors at each Center were interviewed individually. The instructors were selected according to the following guidelines:

- If only one instructor was assigned to an occupational cluster, he or she was selected.
- If more than one instructor was assigned to a traditionally "female" occupational cluster, up to three instructors were selected. A random selection process was used where there were more than three instructors in any one occupational cluster.
- If more than one instructor was assigned to a traditionally "male" occupational cluster, one instructor was selected using a random selection process.
- At least one instructor was selected randomly from the basic education cluster in those sites where this program was offered.

The total number of instructors in the sample was 84.

Counselor Sample

Personal interviews were conducted with all available educational counselors at each site. The total number of counselors interviewed was 35.

Employment-Service Personnel Sample

Employment Service personnel located within a center were interviewed as well as at least two Employment Service personnel located at a local office. It was necessary to include local office Employment Service personnel because as a rule, those Employment Service personnel located at the centers were only involved in placement, not in recruitment and referral. The total number of Employment Service personnel interviewed was 50, 23 in placement and 27 in recruitment and referral.

Enrollee Data Sheets

Separate forms were developed in order to extract a sampling of information on previous enrollees at each center. This information was compiled from the MA-101 (Applicant Information Records) and MA-102 (Individual Termination/Transfer) and provided information on enrollee characteristics, completion and placement rates, etc.

CHAPTER TWO

CONCLUSIONS AND RECOMMENDATIONS

The data collected from the several respondent groups at the 12 study Skills Centers point up two major findings concerning women in manpower programs:

- Female trainees are generally being trained in the same occupation as the occupation of their last full-time job.

- There is little enrollment of trainees in courses traditionally reserved for the opposite sex, and when such enrollment does occur, it is more likely to be a male enrolling in a female course rather than the reverse.

More than 92 percent of the female enrollees in the sample who were employed before training held jobs in health-related and clerical/sales occupations. (This follows closely patterns evidenced in national statistics on women in the labor force.) Of these, 93 percent are currently enrolled in these same occupation categories. This pattern also holds for former female enrollees. Fifty-six percent of those employed before training had health and clerical jobs; and 94 percent received training in these occupations.

Over 80 percent of the female enrollees requested training in health-related and clerical areas. However, 80 percent also indicated that only three training options were discussed with them before they entered the programs--professional health (LPN), health services, and clerical/sales. Data also indicate that nearly 20 percent of the male enrollees requested and received training in "female" occupations, but less than 3 percent of the females entered traditionally male training courses. These data suggest that:

- Manpower training for women is directed primarily toward upgrading previously acquired skills and affords few opportunities for training in alternative occupations.

- There is evidence of stereotyping in the training placement of female enrollees--from the personnel involved in the training program and from the female trainees themselves.

Limiting training opportunities for women primarily to health and clerical occupations appears to result in restrictions in future incomes. Predominantly female occupations generally command lower hourly wages than do male dominated occupations. Data collected by the study team show that the average hourly wages for "female" occupations was generally below $2.00 while typically male occupations paid more than $2.50 per hour. This fact is of particular significance since the females in training were more likely than the males: (1) to have dependent children; (2) to be separated or divorced, and thus be the primary support of the household. Many female trainees have as great or greater financial responsibilities than their male counterparts in the training programs.

There are limited occupational offerings available to female enrollees. Male enrollees are more likely to have a broader range of training choices. Efforts to broaden training options at the centers visited were, for the most part, not directed toward expanding training options for female enrollees.

Female enrollees see child care as a primary problem during training and in keeping a post-training job. Program personnel also recognize that child care is a problem for female enrollees, yet none of the centers visited provide this service.

RECOMMENDATIONS

Manpower programs should be expanded to provide a greater variety of training options for women.

If females are to be trained to become productive members of society and to handle their financial responsibilities, then training must prepare them for jobs in a wage/salary bracket comparable to jobs for males. Based on a comprehensive investigation of local labor market demands, courses specifically geared toward women in other than low-pay health-related and clerical occupations should be added to the training program. Within existing occupational clusters course offerings should be expanded to provide training in more advanced skills that command higher pay than entry level skills.

Special counseling programs for women should be set up to recruit and train them in male dominated occupations.

Without special counseling efforts women will continue to see the "female dominated occupations" as the only options available to them. Concerted efforts should be made at the recruitment stage of the training program to make women aware of the employment opportunities available to them in traditionally male occupations. After women are enrolled in such courses, continued counseling should be provided to reinforce their decision to complete training and seek a training-related job.

In parallel with providing training and career counseling for women, concentrated efforts must be made to identify firms who will hire women "to do a man's job". If definite job opportunities for women in male occupations are not available when females complete training, it will only serve to frustrate future efforts to recruit women into non-traditional occupations.

CHAPTER THREE

ENROLLEE DATA

Two distinct groups of enrollees were sampled at each site included in the study. First, a sample of present enrollees was selected in order to identify factors which affect the performance of women in manpower programs. As the trainee's perception of her own role, in manpower training and in the labor market after training, was one of the principal areas of inquiry, it was necessary to interview trainees currently enrolled in the training program. Second, information was gathered on the personal characteristics and program activities of enrollees who had terminated training during the last two years. The data were collected from two Department of Labor forms currently in use, the MA-101 (Applicant Information Record) and the MA-102 (Individual Termination/Transfer Form). In both samples, a group of males were included for comparative purposes.

The two separate enrollee samples provided, not only validity checks between samples, but also a basis for observing trends in the manpower program as these trends might apply to female trainees, since a longitudinal study was not feasible at this time.

A synthesis of information gathered from the two enrollee groups shows that, when compared with male enrollees, female trainees are:

- Less likely to be married. Approximately 39 percent of the male enrollees are married, compared with about 16 percent of the females. Among former enrollees, 68 percent of the males, but only 20 percent of the females were married.

- More likely to be divorced or separated. Of the enrollees sampled 38 percent of the females, but less than 12 percent of the males are divorced or separated. Data compiled on former enrollees show the same pattern--35 percent of the females and 17 percent of the males were divorced or separated.

- More likely to have at least one child. Among the enrollees sampled, 66 percent of the females and 43 percent of the males have dependent children under 16 years of age. For former enrollees, 50 percent of the females and 44 percent of the males have at least one child. The higher proportion of females responsible for support of dependent children implies that female enrollees have greater financial responsibilities than their male counterparts.

- More likely to be enrolled in a training program that is the same occupation category as the last full-time job. Of the females enrolled in training programs at the time of data collection, 92.3 percent had been employed in professional health (LPN), health services, and clerical/sales; and 92.7 percent of the females were enrolled in these same occupational training areas. Among former female enrollees 56 percent had pre-training employment in health and clerical occupations and 94 percent received training in these same areas.

- Less likely to gain post-training employment in "good" jobs. The programs generally provide training that allows males to move to higher paying crafts occupations from service occupations. However, they provide primarily skills upgrading within similar low-paying occupations for females.

- As likely as males to be placed in sex-stereotyped occupational training programs. Males are more likely to be enrolled in a female program than the reverse.

- More likely to earn less on the last full-time job before training. This fact generally holds true even in those occupations where both males and females reported pre-training employment. Male dominated occupations paid higher average hourly wages than did pre-dominantly female occupations.

- More likely to have higher educational attainment. Over 75 percent of non-white females and about 60 percent of white females had at least completed high school. For males, 62 percent of the non-white and 55 percent of the white, have attained the same education level.

- More likely to be classified as disadvantaged. Seventy-seven percent of former female enrollees and 69 percent of the males were so classified. Non-white females are the most likely to be disadvantaged.

- Less likely to have as long a period of pre-training employment. About 33 percent of the male enrollees sampled were employed for more than five years before training, while 28 percent of the females were employed for the same period of time. Of the former enrollees, 40 percent of the males and 33 percent of the females reported 3 to 9 years pre-training work experience.

- More likely to be enrolled in longer training programs and have fewer days absence. Of the former enrollees, 24.3 percent of the females, and 15.5 percent of the males were in programs for more than 130 days. However, only 62 percent of the females compared with 80 percent of the males were absent for more than three days while training.

INFORMATION ON PRESENT ENROLLEES

The trainees sampled in site visits to 12 MDTA Skills Centers consisted of 961 enrollees--610 females and 351 males. While the main purpose of sampling female enrollees was to gather previously unavailable information regarding the status of women in manpower programs and their attitudes about their training experiences, a sample of male enrollees was included for comparative purposes.

The report focuses on the factors in manpower programs which affect the performance of those females who enter the programs. While the intent is not to ignore those factors which impact upon male enrollees, for purposes of this study data is presented primarily in terms of women.

Personal Characteristics

Black enrollees comprised the largest ethnic group for both males and females. Black females comprised 50.5 percent of the total female sample. (White females--34.8 percent, Spanish-speaking--11.9 percent and other 2.8 percent).

TABLE 1

Ethnic Background of Enrollee
Respondent Group by Sex

Sex	RACE									
	White		Black		Span.-speak.		Other		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Females	212	34.8	308	50.5	73	11.9	17	2.8	610	100
Males	142	40.4	145	41.3	45	12.8	19	5.5	351	100
Total	354	36.8	453	47.2	118	12.3	36	3.7	961	100

The female sample was concentrated in two age groups, "under 22" and "22-34". Forty-two percent of the women were under 22, while 44.6 percent were between 22-34. (See Table 2) The percentage in the "under 22" category indicates a large number of women who are most likely to be entering the labor force for the first time. But, what about those females in the "22-34" age group? This group, for the most part, is comprised of re-entries into the labor force--those women who have financial responsibilities which cause them to seek a training program in order to upgrade a present skill or learn a new one so that they may obtain employment.

TABLE 2

Age Distribution of Enrollee
Respondent Group by Sex

Age Group	Females		Males		Total	
	Freq.	%	Freq.	%	Freq.	%
Under 22	256	42.0	102	29.1	358	37.0
22-34	272	44.6	207	59.0	479	49.8
35 & Over	67	11.0	33	9.3	100	10.4
No Response	15	2.4	9	2.6	24	2.5
Total	610	100.0	351	100.0	961	100.0

The percentage of married males in the sample (39.3 percent) was double the percentage of married females (15.6 percent). Yet, if the sample is compared in terms of financial responsibilities, the data take on a new perspective. If the categories (divorced, separated, and widowed) for women, which imply financial responsibility for themselves and perhaps for dependent children, are viewed collectively, they constitute 40.0 percent of the female sample (See Table 3). Yet, those same categories for males account for only 11.6 percent of the male sample. The percentages in the "single" category for both groups are comparable. (females--44.1 percent, males--47.8 percent). It is apparent that the female who enters a manpower program has not equal, but greater financial responsibilities than her male counterpart. Data on former enrollees gathered from Skills Center records also support this finding.

TABLE 3

Marital Status of Enrollee Respondent
Group by Sex

	Females		Males	
Marital Status	Freq.	%	Freq.	%
Married	95	15.6	137	39.0
Single	268	43.9	167	47.6
Divorced	124	20.3	18	5.1
Separated	105	17.2	22	6.3
Widowed	14	2.3	1	.3
No Response	4	.6	6	1.7
Total	610	100.0	351	100.0

A closer look at the female sample shows the percentage of married women to be the same for white and non-white females, with the percentage being 16.4 percent for Spanish-speaking females. White females constitute the largest percentages of divorced and widowed women, but non-whites constitute the largest percentage of single women. (See Table 4).

TABLE 4

Marital Status of Female Enrollees
by Race

	FEMALES							
Marital Status	White		Non-white		Span.-speak.		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Married	33	15.6	50	15.4	12	16.4	95	15.6
Single	75	35.4	160	49.2	33	45.2	268	43.9
Divorced	66	31.1	51	15.7	7	9.6	124	20.3
Separated	30	14.2	55	16.9	20	27.4	105	17.2
Widowed	8	3.7	5	1.5	1	1.4	14	2.3
No Response	--	--	4	1.3	--	--	4	.7
Total	212	100.0	325	100.0	73	100.0	610	100.0

Income Related Characteristics

The major source of household support for both males and females is the MDTA allowance (68.8 percent of the total sample). For females, 53.9 percent were receiving a regular training allowance and 22.4 percent were receiving only a transportation allowance[1].

Public assistance represents another important source of income for enrollees who are the sole support of their household. However, the females in the sample, whether they are the sole support of their household or not, are much more dependent upon public assistance than males. Thirty-nine percent of the females who support their household and 16 percent of those who do not, receive public assistance; while only 3.5 percent of males who support a household and 4.8 percent who do not, receive such funds. Non-white females are the most dependent upon public assistance funds (48.4 percent as compared to 18.3 percent for white females).

More male enrollees support only themselves (43 percent) than do female enrollees, 32.6 percent. (See Table 5) However, for those enrollees who support two or more members of their household, the percentage of females (50.4 percent is greater than the males (43.8 percent).

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[1] On the trainee completed questionnaire, data relating to the type of allowances appeared to be somewhat unreliable when compared to Employment Service records.

TABLE 5

Number of Persons in Household
Supported by Enrollee

Number in Household	Total Females Freq.	%	Total Males Freq.	%
None*	99	16.3	42	12.0
One**	199	32.6	151	43.0
Two	146	23.9	45	12.8
Three	80	13.1	52	14.8
Four	47	7.7	19	5.4
Five or more	35	5.7	38	10.8
No response	4	.7	4	1.2
Total	610	100.0	351	100.0

* Refers to that category of enrollees who are supported by someone other than themselves. A large number of these enrollees are still living with and being supported by their parents.

** Enrollee only

By race, the number of persons in the household supported by the female enrollees are comparable in each category, with the largest percentage of white and non-white females supporting themselves and one other person. (See Table 6)

TABLE 6

Number in Household Supported By Female Enrollees

Number in Household	White Female Enrollees Freq.	%	Non-white Female Enrollees Freq.	%
None*	35	16.5	64	16.2
One**	79	37.3	120	30.5
Two	44	20.8	102	25.9
Three	24	11.3	56	14.2
Four	17	8.0	30	7.6
Five or More	13	6.1	22	5.6
Total	212	100.0	394	100.0

*"None"--does not support self

**"One"--supports self only

More than one-half of the total sample of enrollees have dependent children--66 percent of the female enrollees and 43 percent of the male enrollees. Of the female enrollees, 51.9 percent of the white females and 73.9 percent of the non-white females have children under the age of 16. In terms of financial obligations, the fact that respondents with

dependent children are more likely to have at least one child of pre-school age, necessitates some type of child care arrangement, even if the enrollee intends to enter the labor force on a part-time basis.

Of the enrollees sampled, 88.3 percent of the males and 87.9 percent of the females had been employed some time prior to training. For those enrollees who had pre-training employment, the majority had been employed less than two years. This fact was true, regardless of sex, but the percentage was slightly higher for females (51.5 percent--50.8 percent for males). The percentage of women having pre-training employment was also higher in the 2-5 year category. (See Table 7) However, a higher percentage of men had been employed from 5-19 years and over 19 years. Further factors could confound this issue, including the fact that women trainees usually have higher educational attainment, may enter the labor market later, or may have interrupted their work to have children.

Table 7

Length of Pretraining Employment
By Sex and Race

Length of Employment	Females						Males					
	White		Non-white		Total		White		Non-white		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
6 months - 2 years	92	47.9	175	53.7	267	51.5	65	50.0	80	51.6	145	50.8
2 - 5 years	41	21.3	65	19.9	106	20.5	19	14.6	26	16.8	45	15.8
5 -19 years	51	26.6	78	23.9	129	24.9	35	26.9	45	29.0	80	28.1
More than 19 years	8	4.2	8	2.5	16	3.1	11	8.5	4	2.6	15	5.3
Total	192	100.0	326	100.0	518	100.0	130	100.0	155	100.0	285	100.0

The breakdown of pre-training employment by occupation category is closely related to the national statistics on women in the labor force. But, of greater significance, is the relationship to their occupational training. Of the women who had been employed prior to training, 92.3 percent had been employed in professional health (LPN), health services, or clerical/sales (See Table 8), and 92.7 percent of the total female sample are enrolled in those same occupational training areas. This fact more than strongly suggests that manpower training for women is a way of upgrading their present skills, but affords few opportunities for "new" training. However only 63.9 percent of the males had pre-training employment in traditionally male occupations (service trades, metal machining, mechanics and repair and construction trades), which implies that, even without specialization and training, a disproportionate number of males are entering traditionally female occupations, without the reverse being true.

TABLE 8

Pre-Training Employment by Occupation Category
by Sex

Occupation Category	Females Freq.	%	Males Freq.	%
Professional Health (LPN)	154	28.7	33	10.7
Health Services	66	12.3	5	1.6
Other Service*	13	2.4	9	2.9
Clerical/Sales	275	51.3	18	5.8
Service Trades*	1	.2	17	5.5
Metal Machining	5	.9	56	18.1
Mechanics & Repair	7	1.3	138	44.7
Construction Trades	1	.2	2	.6
Miscellaneous	11	2.1	28	9.1
No Response	3	.5	3	1.0
Total	536	100.0	309	100.0

* Includes unskilled occupations such as child care assistant , mail carrier and delivery man.

** Includes skilled occupations such as heavy machine operator, seamstress.

Of those who were employed before training, there was a significant difference in the full-time employment status of males and females. Seventy-four percent of the females were employed full-time, as compared with 88 percent of the males. A greater percentage of non-white than white females worked full-time, while the reverse was true for non-white and white males.

Overall, male-dominated pre-training occupations were higher on the pay scale than predominantly female pre-training occupations. The average hourly wage for construction trades, metal machining and assembly, and mechanics and repair were $3.24. $2.78, and $2.64 respectively. For professional health, health services, and clerical/sales the reported average hourly pay were $1.86, $1.94, and $1.79. When the average hourly wage was compared for males and females in the same occupation, males received higher wages in all but three categories. (See Table 9) For example, females reported an average hourly rate of $1.19 in the food service category. Yet for men in the same category, the average hourly rate reported was $1.96.

TABLE 9

Average Hourly Wages for Pre-Training Occupations
by Sex

Pre-Training Occupation Category	Average Hourly Wage	
	Females	Males
Professional Health	$1.86	$2.23
Health Services	1.94	1.67
Food Service	1.19	1.96
Domestic Service	1.76	1.45
Other Services*	2.01	2.25
Clerical/Sales	1.79	1.54
Service Trades*	1.58	1.79
Metal Machining	2.05	3.28
Mechanics & Repair	--	2.64
Construction Trades	**	3.16
Micellaneous	1.84	2.18
Total	$1.77	$2.24

*Reference footnotes in Table 8.

**Only one respondent in this category.

For those enrollees who disliked their previous job, the two main reasons given in the same order by both males and females were "I did not like the management", and "inadequate pay".

Of those trainees who were unemployed prior to training, the greater the length of unemployment, the greater the percentage of women (Table 10). The reverse was true for men, the greater the length of unemployment, the smaller the percentage of men. The 6 months to one year (27-52 weeks) category was an exception for both sexes. That category contained the smallest percentage for both sexes and divides the unemployed enrollees of both sexes into two distinct groups: those unemployed less than 6 months, and those unemployed over 1 year. Many of those women with long pre-training periods of unemployment are probably re-entrants to the labor market.

TABLE 10

Length of Unemployment Prior to Training by Sex

Period of Unemployment	Females %	Males %
Under 5 weeks	23.7	33.9
5-14 weeks	22.2	31.2
15-26 weeks	13.5	14.5
27-52 weeks	10.0	8.2
+ 52 weeks	30.6	12.2
Total	100.0	100.0
(N=)	392	227

Of the enrollees sampled, 41.6 percent of the males and 40.6 percent of the females had prior job training. Approximately 73 percent of the females were trained in professional health, health services, and clerical/sales; over 40 percent in the latter category. (See Table 11) Prior job training for males was primarily in mechanics and repairs (22.6 percent) and metal machining (9.7 percent). While males also reported fairly significant prior training in professional health, and clerical/sales (14.4 percent), less than 3 percent of the females reported training in male occupations. When these data are compared with present enrollment data, they again suggest that manpower training for women, more so than men, is a means of improving previously acquired skills, rather than an avenue to new employment opportunities.

TABLE 11

Previous Job Training
by Occupation Category by Sex

Occupation Category	Females		Males	
	Freq.	%	Freq.	%
Professional Health	35	14.2	9	6.2
Health Services	38	15.3	4	2.7
Food Service	8	3.2	5	3.4
Other Service*	10	4.0	9	6.2
Clerical/Sales	108	43.6	12	8.2
Service Trades*	2	.8	4	2.7
Metal Machining	4	1.6	14	9.7
Mechanics & Repair	-	-	33	22.6
Construction Trades	-	-	6	4.1
Miscellaneous	31	12.5	39	26.7
No Response	12	4.8	11	7.5
Total	248	100.0	146	100.0

*Refer to footnotes in Table 8.

Training

About 86 percent of the trainees sampled knew what they wanted to be trained for before they entered the program. Of those females who responded, 46.8 percent wanted clerical training, 32.0 percent wanted LPN and 12.3 percent wanted health-related occupations. Of those males who responded, 44.6 percent wanted machine repair, 17.1 percent wanted metal machining and 12.6 percent wanted LPN. The percentage of males who wanted LPN appears to be extremely high until it is compared with the percentage of males whose pre-training employment was in the same area (10.8 percent).

Females for the most part, responded along traditional lines. There was little significant difference between races in the occupational choices of females, except for the health-related occupations. More non-white females chose the health area (14.2 percent) than the white females (8.9 percent). The females in the sample had little desire to enter traditional male courses. Only 2.1 percent wanted training in metals or machine repair. However, for males in the sample, the percentage was much greater than the females who wanted training in an occupation traditionally reserved for the opposite sex.

When asked why they chose a particular field of training, the main reason given by trainees was that it was something they "always wanted to do" (38.7 percent of the trainees). The second most frequent answer was that the "pay was good", 19.6 percent. Females were more concerned about training for a job they "always wanted", (45.1 percent vs. 26.7 percent), while "good pay" was the major consideration for the males.

Almost 50 percent of the trainees said that someone had discussed other kinds of training with them before they enrolled in their training program. By sex, 45.6 percent of the males and 49.3 percent of the females said yes to this question. However, upon examination of the occupational choices that were discussed, a definite stereotyping emerges. Eighty-one percent of the females mentioned only three options that were discussed with them--LPN, health services, and clerical. Sixty-five percent of the males mentioned mechanics, metal trades, and clerical as the three options discussed with them. However,

only 8.2 percent of the entire sample said that they did not receive the training they requested, which leads one to the assumption that while females were offered only traditionally female courses, in very few instances did they request anything different.

Following the national overall percentage, 92.7 percent of the females in the sample were enrolled in either health or clerical occupational training. When considering the reasons that trainees gave for what they wanted from the training program, blacks were more concerned with acquiring a full-time job (63.7 percent as compared with 47.7 percent for whites, 44.1 percent for Spanish-speaking, and 43.7 percent for others).

When asked if they anticipated any problems in keeping a job after completing the training program 55.7 percent of the female enrollees said that child care would be a major factor. Expectations of problems relating to child care, did not however, include the older child (the child over seven years of age). Males reported no concern over the older child's supervision and only 2.6 percent of the females reported it as an anticipated problem.

Trainee Attitudes

In discussing equal treatment of male and female enrollees at the center, 85.6 percent of the females and 75.2 percent of the males felt that both sexes were treated equally. However, many of those who responded positively indicated that their answer was at best an opinion because a majority of them had no classes with members of the opposite sex.

When female trainees were questioned about their expectations after training, only 9.5 percent expected discrimination in employment due to their sex. However, when asked if they expected discrimination because of their race 5.2 percent of the white females and 35.3 percent of the non-white females said "yes". This high percentage for non-white females was less than that for non-white males (49.3 percent).

Most enrollees of both sexes (88.4 percent of females and 71.2 percent of males) indicated no preferences as to the sex of their boss. Among those to whom it did matter, most of both sexes (83.2 percent of females, and (80.8 percent of males) preferred a male boss.

Both respondent groups were asked if they approved of females working in non-traditional jobs. A majority of both males (66.8 percent) and females (74.3 percent) said yes.

INFORMATION ON FORMER ENROLLEES

The data collected on former enrollees were compiled by the study team from the Department of Labor Forms MA-101* and MA-102** filed at the Skills Centers. These data permit an examination of the personal characteristics of enrollees and their training program experiences. The Form MA-102 provides information on the hours of training and absence, reasons for termination including completion, and whether or not the trainee had a job upon leaving the program. Such data, which can be obtained only on program completion or termination, provide additional information about the program experiences of female enrollees that could not be obtained from those currently enrolled.

The enrollee files were randomly selected across all training clusters provided by each Skills Center. The selection process provided adequate coverage of female and male enrollees at each center as well as coverage of the several training options offered. The sample selection process enabled a reasonable basis for comparison of personal, training, and occupational characteristics between male and female enrollees.

Enrollee Characteristics

Data were extracted from Skills Center files on 1,219 previous enrollees: 659 males and 560 females. Variations among Skills Centers in the percentage of males and females were dictated by the requirements in the selection process for obtaining some coverage for all occupational clusters.

The total number of records extracted ranged from 88 in the Chicago, Illinois, Skills Center to 121 in the Phoenix, Arizona, Skills Center. In most centers approximately 100 files were extracted. The percentage of female enrollees ranged from 37 in Phoenix to 57 in Chicago. In most centers females represented between 45 and 55 percent of total records extracted.

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* Applicant Information Record

** Individual Termination/Transfer

The distribution of enrollees by race--white and non-white--is shown in Table 12. Approximately 47 percent of male enrollees in the sample were non-white; 60 percent of female enrollees in the sample were non-white. Of the 651 total enrollees in the sample who were non-white over 97 percent (634) were black. Significant variation was noted among the Skills Centers in the percent of non-white enrollees in the sample; ranging from less than 20 percent in the sample from Phoenix and San Antonio to over 90 percent in the Watts Skills Center in Los Angeles. Approximately 13 percent of the total enrollees in the sample were Spanish surnamed.

TABLE 12

Number of Enrollees in Sample
by Sex, Race, and Skills Center

	Males			Females		
	White	Non-white	Total	White	Non-white	Total
Albany, New York	28	7	35	40	21	61
Atlanta, Georgia	5	43	48	9	43	52
Birmingham, Alabama	28	36	64	18	25	43
Chicago, Illinois	6	32	38	7	43	50
Cincinatti, Ohio	27	22	49	11	39	50
Denver, Colorado	47	15	62	27	13	40
Little Rock, Arkansas	30	30	60	20	20	40
Los Angeles, California	6	40	46	3	50	53
Phoenix, Arizona	64	14	78	36	7	43
Pittsburgh, Pennsylvania	34	26	60	11	30	41
San Antonio, Texas	45	7	52	34	12	46
Trenton, New Jersey	17	40	57	5	36	41

Nearly 70 percent of the enrollees were in the age category 21-29 at the time of entrance to the program (See Table 13). Within each category by sex and race approximately 70 percent of the enrollees were in the 21-29 age bracket except white females who had 55 percent in this category and a correspondingly higher number in the over 29 age bracket. The less than 21 age category accounted for about 8 percent of total enrollees in the sample.

TABLE 13

Number of Enrollees by Age Category, Sex and Race

Age Category	Males			Females		
	White	Non-white	Total	White	Non-White	Total
Less than 21	21	13	34	12	29	41
20-29	248	232	480	121	230	351
Greater than 29	78	67	145	88	80	168
Total	347	312	659	221	339	560

Table 14 presents data on marital status of enrollees in the sample by sex and race. Female enrollees were much more likely to be divorced or legally separated than male enrollees; 35 percent for the former and about 9 percent for the latter. Males were more likely than female enrollees to never have been married; 53 percent for males and 42 percent for females in the sample. Non-white males and females were somewhat more likely to have never been married than their white counterparts.

Approximately 65 percent of the males and 63 percent of the females in the sample were designated as head of household. Seventy-five percent of the white males and 55 percent of the non-white males were so designated; the corresponding figures for females were 68 percent and 59 percent respectively.

TABLE 14

Marital Status by Sex and Race

	Males			Females		
	White	Non-white	Total	White	Non-white	Total
Marital Status	Freq.	Freq.	Freq.	Freq.	Freq.	Freq.
Never Married	166	183	349	67	167	234
Married	151	95	246	41	73	114
Widow/Widower	0	0	0	8	6	14
Divorced/Legally Separated	29	33	62	104	92	196
Unknown	1	1	2	1	1	2
Total	347	312	659	221	339	560

The reported number of children by sex and race of enrollees in the sample is shown in Table 15. The number of enrollees with and without children correlated closely with marital status. The one exception was the white female category in which approximately 50 percent had children and only 30 percent were never married. The distribution of number of children did not exhibit significant variation by sex or race of the enrollee in the sample. Female enrollees, however, were more likely to have at least one child than male enrollees; 50 percent of female enrollees and 44 percent of male enrollees reported having at least one child.

Table 15

Number of Children by Sex and Race

Number of Children	Males		Females	
	White	Non-White	White	Non-White
None	182	190	110	145
1	58	30	47	86
2	52	31	26	51
3	28	31	19	28
4	17	13	12	17
5	8	10	4	6
6 or more	2	7	3	6
Total	347	312	221	339

As shown in Table 16 non-white males and females had a higher education attainment than their white counterparts in the training programs. A significant difference was noted for non-white compared to white females in the sample. Over 75 percent of the former had at least completed a high school program while only about 60 percent of the latter had attained the same education level. Non-white males also had attained a higher education level than their white counterparts.

TABLE 16

Level of Education by Sex and Race
(Percent of Total)

Grade Completed	Males		Females	
	White	Non-White	White	Non-White
Less than Grade School Graduate	3.8	1.0	2.0	1.2
Grade School Graduate	8.4	1.0	5.0	1.8
Grades 9-11	32.6	35.8	32.2	20.6
High School Graduate	51.4	57.7	52.7	70.8
College	3.8	4.5	8.1	5.6
Total	100.0	100.0	100.0	100.0

Sixty-nine percent of male enrollees and 77 percent of the female enrollees in the sample were classified as disadvantaged. The figure for males were 62 percent white and 76 percent non-white; for females 71 percent and 80 percent, respectively.

Pre-training Employment

Table 17 presents data on the occupation of enrollee's last full-time civilian job. The data reveal that female enrollees clustered in three occupational categories--health services, food services, and clerical/sales; over 40 percent in the latter category. Former employment of male enrollees was primarily in the service trades and metal machinery occupations. Males also reported fairly significant employment in the clerical/sales occupations. They were, however, only one quarter of the percentage reported for female enrollees.

Generally, no important differences were noted by race. The three exceptions were: (1) the higher percentage of white female enrollees with prior employment in the professional health field; (2) the higher percentage of non-white females with prior employment in the domestic service field; and (3) the higher percentage of white males with prior construction trades employment.

TABLE 17

Occupation or Last Full-Time Civilian Job
By Sex and Race

Occupation Category	Male						Female					
	White		Non-white		Total		White		Non-white		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Professional Health	1	0.3	1	0.3	2	0.3	11	5.0	2	0.6	13	2.3
Health Service	11	3.2	10	3.2	21	3.2	22	9.9	49	14.5	71	12.7
Food Service	26	7.5	19	6.1	45	6.8	27	12.2	35	10.3	62	11.1
Domestic Service	1	0.3	1	0.3	2	0.3	4	1.8	19	5.6	23	4.1
Clerical Sales	40	11.5	38	12.2	78	11.9	100	45.2	132	38.9	232	41.4
Service Trades	75	21.6	81	26.0	156	23.7	17	7.7	22	6.5	39	7.0
Metal Machinery	56	16.1	44	14.1	100	15.2	9	4.1	14	4.1	23	4.1
Mechanics & Repair	26	7.5	19	6.1	45	6.8	5	2.3	7	2.1	12	2.1
Construction	37	10.7	16	5.1	53	8.0	2	0.9	1	0.3	3	0.5
Miscellaneous	44	12.7	55	17.6	99	15.0	7	3.2	13	3.8	20	3.6
No Prior Exp.	30	8.6	28	9.0	58	8.8	17	7.7	45	13.3	62	11.1
Total	347	100.0	312	100.0	659	100.0	221	100.0	339	100.0	560	100.0

Table 18 presents data on the years of gainful employment of enrollees by sex and race. Approximately 57 percent of female enrollees had less than 3 years prior work experience. Approximately 40 percent of the male enrollees and 33 percent of the female enrollees reported 3 to 9 years of prior work experience.

TABLE 18

Years of Gainful Employment
By Sex and Race

	Males				Females			
	White		Non-white		White		Non-white	
	No.	%	No.	%	No.	%	No.	%
Less than 1 year	32	9.2	28	9.0	25	11.3	68	20.0
1 - 2 years	96	27.6	110	35.2	81	36.7	143	42.3
3 - 9 years	145	41.8	134	43.0	80	36.2	107	31.6
More than 9 years	71	20.5	37	11.8	33	14.9	18	5.3
Unknown	3	0.9	3	1.0	2	0.9	3	0.9
Total	347	100.0	312	100.0	221	100.0	339	100.0

Since there were no significant differences in the age distribution of male and female enrollees, the shorter work history of females most likely is due to the higher percentage of female enrollees who are re-entering the labor force. Non-white enrollees, particularly females, generally had less prior experience than white enrollees in the sample. Forty-eight percent of white female enrollees had less than 3 years prior experience, compared to 62 percent for non-white female enrollees.

Estimated average hourly earnings on last full-time civilian job are presented in Table 19. Significant differences were noted among male and female enrollees. Over 53 percent of the female enrollees earned less than $1.75 per hour or had no previous full-time employment compared to only about 30 percent for their male counterparts in the sample. Nearly 28 percent of the male enrollees earned $2.50 per hour or more compared to less than 10 percent of the female enrollees. No significant differences were noted among white and non-white female enrollees.

TABLE 19

Average Hourly Wages
Last Full-Time Civilian Job
By Sex and Race

Hourly Wage Category	Males						Females					
	White		Non-white		Total		White		Non-white		Total	
	No.	%	No.	%	No	%	No.	%	No.	%	No.	%
No previous full-time Employment	29	8.4	25	8.0	54	8.2	19	8.6	38	11.2	57	10.2
Less than $1.50	26	7.5	23	7.4	49	7.4	40	18.1	53	15.6	93	16.6
$1.50-1.74	70	20.2	47	15.1	117	17.8	56	25.3	93	27.4	149	26.6
$1.75-1.99	83	23.9	60	19.2	143	21.7	57	25.8	66	19.5	123	22.0
$2.00-2.49	55	15.9	59	18.2	114	17.3	33	14.9	56	16.5	84	15.9
$2.50-2.99	38	10.9	51	16.3	89	13.5	7	3.2	21	6.2	28	5.0
$3.00-3.49	24	6.9	19	6.1	43	6.5	6	2.7	8	2.4	14	2.5
$3.50 or more	22	6.3	28	9.0	50	7.6	3	1.4	4	1.2	7	1.2
Total	347	100.0	312	100.0	659	100.0	221	100.0	339	100.0	560	100.0

Analysis of hourly earnings by years of gainful employment indicated very little increase in income on last full-time job after one year of employment irrespective of sex or race--certainly indicative of very little pre-training upward mobility of the enrollees in the sample.

Training Program Characteristics

Data on occupational category in training are provided in Table 20. Training programs for women were primarily in professional health, health services, and clerical sales. Predominantly in the latter category. Training programs for men were concentrated in construction trades, metal machinery, and mechanics and repairs--predominantly in the latter category. There were an insignificant number of male trainees in the "female" occupation clusters and vice versa.

Race did not appear to be a significant factor in assignment of enrollees to occupational clusters. The one exception was the rate of white female participation in the professional health category.

A comparison of past training occupation and training assignment is of interest with respect to possible implications on upward mobility, the referral of enrollees to other occupations, and the extent of assignment of females to typical "female" occupation clusters.

TABLE 20

Training Occupation
by Sex and Race

Training Occupations	Males						Females					
	White		Non-White		Total		White		Non-White		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Professional Health	15	4.3	5	1.6	20	3.0	56	25.3	39	11.5	95	17.0
Health Service	6	1.7	4	1.3	10	1.5	17	7.7	27	8.0	44	7.9
Food Service	26	7.5	13	4.2	39	5.9	5	2.3	13	3.8	1	3.2
Domestic Service	1	0.3	0	0.0	1	0.2	2	0.9	1	0.3	3	0.5
Clerical/Sales	9	2.6	21	6.7	30	4.6	102	46.1	135	39.8	237	42.3
Service Trades	9	2.6	8	2.6	17	2.6	11	5.0	5	1.5	16	2.9
Metal Machining	56	16.1	51	16.3	107	16.2	0	0.0	0	0.0	0	0.0
Mechanics & Repair	133	38.3	78	25.0	211	32.0	5	2.3	5	1.5	10	1.8
Construction Trade	40	11.6	14	4.5	54	8.2	3	1.4	1	0.3	4	0.7
Miscellaneous	3	0.9	1	0.3	4	0.6	0	0.0	0	0.0	0	0.0
Not Known	49	14.1	117	37.5	166	25.2	20	9.0	113	33.3	133	23.8
Total	347	100.0	312	100.0	659	100.0	221	100.0	339	100.0	560	100.0

Table 21 presents data on occupational category of training for enrollees in the sample compared to the enrollee's last full-time civilian job. The data indicates that approximately 85 percent of the male enrollees were assigned to an occupational cluster different from that in which they were employed on their last full-time civilian job. Generally, assignment was to occupations with a potential for higher pay in the machine, construction, and mechanic trades. Approximately forty percent of the female enrollees, whose previous work experience was known, were trained in the same occupation as their last employment--primarily in the clerical/sales occupational cluster.

The extent of assignment of both male and female enrollees to typically "male" and "female" occupations is readily apparent by reviewing this data. Less apparent is that the data indicate that training occupation is less likely to be in non-typical occupations than the enrollee's previous employment. Only 16 females were trained in typically "male" occupations while 38 were employed in these occupations prior to training. The data presented in the table would support the following conclusions:

- While the programs generally provide training that allows males to move to higher paying craft occupations from service occupations, they provide only skill upgrading within similar (low paying) occupations for females;

- There was very little emphasis on placing females in more desirable occupations, e.g., movement from health services to professional health, even within the typically "female" occupational clusters;

- Placement of males and females for training is almost completely in "typical" occupations.

TABLE 21

Occupation in Training
by Prior Employment

Prior Employment Category	TRAINING CATEGORY											
	MALES						FEMALES					
	Same Occupation	Different Occupation	Assign-ment Unknown	Total	"Male" Occupation	"Female" Occupation	Same Occupation	Different Occupation	Assign-ment Unknown	Total	"Male" Occupation	"Female" Occupation
Professional Health	1	1	0	2	1	0	11	0	2	13	0	11
Health Service	1	14	6	21	7	7	5	53	13	71	1	54
Food Service	13	22	10	45	18	2	7	46	9	62	4	39
Domestic Service	0	1	1	2	1	0	1	16	6	23	1	13
Clerical/Sales	7	46	25	78	37	9	134	49	49	232	2	174
Service Trades	3	116	37	156	94	16	1	27	11	39	1	24
Metal Machining	27	53	20	100	66	7	0	16	7	23	1	12
Mechanics & Repair	16	25	4	45	32	5	3	5	4	12	5	3
Construction Trades	6	36	11	53	35	4	0	2	1	3	0	2
Miscellaneous	2	67	30	99	51	7	0	12	8	20	0	12
No Prior Employment	0	36	22	58	30	2	0	39	23	62	1	30
Total	76	417	166	659	372	59	162	265	133	560	16	374

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Table 22 presents attendance statistics for enrollees in the sample. Some differences were noted in attendance patterns among male and female enrollees. Women were generally in the program for a longer duration; 24.3 percent of the female enrollees were in the program for more than 130 days compared to 15.5 percent for the males in the program. However, irrespective of the longer duration of training for female enrollees, only 62 percent of the female enrollees had more than 3 days absence compared to approximately 80 percent of the male enrollees. No significant differences were found among female enrollees by white and non-white status.

The percentage of days absent was, generally, inversely related to the length of time enrollees were in the training program.

TABLE 22

Training Attendance
Number of Class Days

Number of Class Days Attended	Number of Class Days Missed					
	No Days	1-3 Days	4 to 10 Days	11 to 20 Days	More than 20 Days	Total
Females						
65 or less	54	76	81	23	7	241
66 - 130	14	29	62	58	20	183
131 - 260	7	29	40	32	24	132
More than 260	0	2	1	1	0	4
Total	75	136	184	114	51	560
Males						
65 or less	60	71	100	45	6	282
66 - 130	28	47	100	70	30	275
131 - 260	4	18	39	22	15	98
More than 260	1	2	0	0	1	4
Total	93	138	239	137	52	659

Table 23 presents data on training allowance eligibility among enrollees. A very small proportion of enrollees were not eligible for training allowances; less than one percent of the male enrollees and seven percent of the female enrollees. The majority (54 percent) of enrollees were entitled to regular allowances; 65 percent of the males, and 40 percent of the female enrollees. However, among female enrollees a significant difference was noted for the number of non-white enrollees eligible for incentive allowances when compared to white female enrollees; approximately 32 percent for the former and 8 percent for the latter. No significant differences were noted among white and non-white male enrollees.

Other allowances were primarily for transportation; over 85 percent of all enrollees were eligible for this allowance. Subsistance allowances were approved for less than 2 percent of the total enrollees.

TABLE 23

Number of Enrollees with Training Allowance Eligibility by Sex and Race

	Males		Females	
	White	Non-white	White	Non-white
Not Eligible	2	3	17	24
Eligible				
Regular	217	215	107	121
Augmented	99	60	63	49
Youth	22	19	16	28
Special NYC	1	1	0	6
Incentive	6	13	17	107
Part-time	0	1	1	4
Total	347	312	221	339

The percentage of completion among enrollees was similar for males and females; 69 percent for the former and 72 percent for the latter. Non-white males and females both had approximately 8 percent lower completion rates than their white counterparts.

As shown in Table 24 the reasons for completion and non-completion were similarly distributed among both males and females in the sample. White males exhibited higher completion rates due to acceptance of full-time employment than non-white males or females of any race. Females were less likely to be involuntarily dropped from the program than males.

Approximately 65 percent of both white and non-white females who completed the course took the total program. Approximately 6 percent accepted full-time employment prior to completion of the total program. The majority of women who did not complete the course did so voluntarily. Non-white women were much more likely to be involuntarily dropped from training than white females, but less likely than their male counterparts.

TABLE 24

Nature of Termination
by Sex and Race

Nature of Termination	Males		Females	
	White	Non-White	White	Non-White
Completion				
Full Course	150	116	113	153
Early Completion	64	66	46	62
Accepted Full Time Employment	41	17	12	18
Sub Total	255	199	171	233
Non-Completion				
Involuntarily Dropped	22	49	8	37
Voluntarily Dropped	66	61	39	60
Transferred to Other MDTA Training	2	1	2	3
Sub Total	90	111	49	100
Not Known	2	2	1	6
Total	347	312	221	339

Table 25 presents reported status of enrollees at time of termination from the program. Approximately the same percent (40) of male and female enrollees went directly to training-related employment. A very small percentage (7 percent of males and 2 percent of females) were placed in a non-training related job. Approximately 20 percent of the enrollees, both male and female, were looking for gainful employment at the time of termination from the program.

Non-white females were less likely to be placed directly in employment at the time of termination than their white counterparts--41 percent for the former vis-a-vis 47 percent for the latter.

Among females who completed the total program only 41 percent were placed in training related jobs; 35 percent were "looking for work" at the time of termination. Among women who were in the "early completion" category the corresponding figures were 83 percent and 86 percent respectively. Less than 10 percent of each category accepted positions in non-training related fields. Only 67 percent of female enrollees who accepted full-time employment prior to completion of the training program accepted employment in training-related fields. Over 20 percent of this group accepted positions in non-training related fields. Similar patterns were found for male enrollees who had completed training.

TABLE 25

Status at Time of Termination
Number of Enrollees

Status	Males				Females			
	White	%	Non-white	%	White	%	Non-white	%
Training-related job	152	43.9	106	34.0	101	45.7	131	38.6
Non-training related job	27	7.8	22	7.1	3	1.4	10	3.0
Looking for work	55	15.8	60	19.2	52	23.6	66	19.5
Not looking for work	13	3.7	10	3.2	19	8.6	18	5.3
Scheduled for additional training	10	2.9	6	1.9	8	3.6	19	5.6
Not known	90	25.9	104	33.3	37	16.7	92	27.1
Nothing indicated	0	--	4	1.3	1	.4	3	.9
Total	347	100.0	312	100.0	221	100.0	339	100.0

CHAPTER FOUR

PERSONNEL AND PROGRAM DATA

The personnel respondent group at each of the 12 study sites included: the Skills Center director, assistant directors, instructors, counselors, and Employment Service recruitment and referral staff members. The total number sampled in each personnel classification is presented in Table 26. These respondent groups provided the study team with information on recruitment/referral procedures, course and job placement, supportive services, and other factors of the training program which impact upon the performance of female enrollees.

TABLE 26

Total Personnel Respondent Group

Personnel Classification	SEX			RACE			
	Male	Female	Total	Black	White	Mexican American	Other
Skills Center Directors	11	1	12	2	10	0	0
Asst. Skills Center Directors*	15	2	17	6	7	4	0
Instructors	35	49	84	27	53	4	0
Counselors	18	17	35	19	13	2	1
Employment Service Recruitment	15	15	30	12	18	0	0
Employment Service Referral	11	11	22	9	11	1	1

*"Assistant directors" refers not only to those individuals who had acquired that title, but also to persons whose duties were in the area of administration rather than instruction or counseling.

Recruitment and Referral

The referral of trainees to the Skills Center is accomplished exclusively by the Employment Service Office. Recruitment is partially accomplished by a few Skills Centers through the publication of flyers, radio announcements, and T. V. appearances by Skills Center administrators. Yet, the majority of the potential trainees come to the Employment Service through word-of-mouth by another trainee.

As mentioned in the previous section, the majority of female enrollees are still enrolling in clerical and health-related occupational training. Each respondent group was questioned regarding their opinion as to why women continue to enroll in these same training clusters. Over 70 percent of each personnel respondent group listed two reasons as the main factors:

(1) Because these occupations have traditionally been female occupations; and

(2) Because these occupations afford greater employment opportunities.

A significant percentage of instructors (16. 6 percent) felt that these areas offered what were considered status occupations for the female enrollee.

Whether heads of households, regardless of sex, should be given priority in obtaining training and in job placement was considered by all respondent groups. The majority felt that priority should be given to heads of households because of the greater financial responsibility they must bear.

Employment Service personnel were questioned as to methods of determining placements for trainees. A large majority (92. 6 percent) of the ES personnel said that traditionally male occupations were discussed with potential female trainees, and 56. 1 percent replied that the female trainees preferred clerical. While enrollee data tends to support the assumption that women still seek the traditionally female occupations the enrollee data does not agree with the Employment Service's contention that females are referred to male occupations. When the female trainees were asked what other training occupations were discussed with them, only other traditionally female occupations were listed.

Prior to the enrollment of the trainee, testing and other orientation activities are handled almost exclusively by the Employment Service office. Upon enrollment, the Skills Centers also administer a battery of tests. However, since the trainee has, in many cases, already been assigned to an occupational area, the testing at the center primarily provides information to instructors for level of placement within a class. Other forms of orientation for the enrollee, such as job sampling, for the most part are non-existent.

Counseling and Supportive Services

The majority of Skills Centers have some type of orientation and/or in-service training for their personnel. Instructors who noted that their Skills Center had an in-service training program were questioned as to special groups that may have been discussed. As indicated in Table 27 women were reported as the second most frequently discussed group, which may indicate a sensitivity to the problems of women, or at least an acknowledgement of special problems.

TABLE 27

Special Groups Discussed In
Personnel In-Service Training by Instructors

Special Group	Instructors
Blacks	35.7
Women	31.0
Welf e Recipients	26.2
Youth	26.2
Mexican-Americans	25.0
Alcoholics	20.2
Indians	17.9
Cubans	9.5
Drug Users	9.5
Puerto Ricans	8.3

Counselors were questioned about the special counseling needs of women. Their answers appear in Table 28. While a high percentage of both male and female counselors felt that child care was a problem which required special counseling, 29 percent of the male counselors felt that female trainees had no special counseling needs. Also, a high percentage of the responses of female counselors reported "other" special needs which included such areas as legal problems, lack of motivation, and financial problems. (See Table 28).

A significant number of counselors mentioned special counseling needs, such as child care and health care which, according to Skills Center directors, were included in supportive services. Yet only 16 percent of the counselors saw arranging for supportive services as part of their job.

TABLE 28

Special Counseling Needs of Women
by Sex of Counselor

Response	Female		Male	
	Freq	%	Freq.	%
No special counseling needs	1	4	7	29
Help with personal or family adjustment problems	4	16	3	13
Help with child care problems	12	48	10	42
Help with transportation problems	2	8	2	8
Other special needs	6	24	1	4
No response	--	--	1	4
Total	25	100	24	100

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Training

Instructors were questioned about the drop-out rate of their students and a majority of those who responded (61.8 percent) said that men drop out more frequently than women, and gave financial responsibilities as the main reason. Health problems and child care were given as reasons for female trainees dropping out of the training program. It must be noted here that a large number (75 percent) of instructors declined to answer this question on the basis that they did not have both males and females in their classes and therefore could not make a judgement based on fact.

Skills Center counselors were asked to suggest additional courses that they felt should be offered in their center. Forty-six percent of the female counselors suggested courses that would be clerical or health-related which suggests that traditional modes of thinking are not limited to trainees.

Personnel, both in the Skills Centers and in the Employment Service office, appeared to be informed about the labor market situation in their area. Yet, few areas which presented labor market potential for women in male occupations were being investigated. Employer attitudes were noted by a majority of Employment Service employees as problems for those women who completed training in a male dominated occupation, such as welding or auto body repair.

CHAPTER FIVE

DESCRIPTION OF SAMPLED SKILLS CENTERS

This chapter describes the 12 Skills Centers sampled in the data collection effort. Each center is discussed in terms of course offerings, staffing patterns, enrollment, recruitment/referral procedures, supportive services and pregnancy policies. The 12 sites included in the sample are:

- Albany, New York
- Atlanta, Georgia
- Birmingham, Alabama
- Chicago, Illinois
- Cincinnati, Ohio
- Denver, Colorado
- Little Rock, Arkansas
- Los Angeles, California (Watts)
- Phoenix, Arizona
- Pittsburgh, Pennsylvania
- San Antonio, Texas
- Trenton, New Jersey

Albany, New York

Albany's Skills Center is located on the outskirts of the city near low-income residential areas. The center has been operating nearly eight years with enrollment at the time of the site visit of 138--47 males and 91 females.

Current funding provides for 333 MDTA slots with an additional 32 WIN buy-ins for a total of 365 enrollee slots for training year 1973-74. The center serves the tri-county area of Albany-Troy-Schenectady, as well as three smaller counties. Because revenue sharing slots are now allotted by county, a slot for Troy County cannot be filled by an enrollee from Schenectady County. This has meant unfilled slots for some jurisdictions and waiting lists for others.

This program is the only one of the 12 with a female director; she has been director since the center opened. There are a total of 25 personnel. Recruitment and referral counselors are located off-site and are employed by the New York State Department of Labor, Office of Manpower Services. State Employment Service job placement personnel are on-site.

Training programs offered at the Albany Skills Center are as follows:

- Automotive--service station attendant, service station mechanic, auto mechanic and small gasoline engine repair.
- Food service--cook (hotel and restaurant), cook (short order), and pantry man/girl.
- LPN
- Electric appliance repair
- Office occupations--clerk (general office), clerk-typist, and stenographer.

No changes in the number or variety of course offerings have occurred in the last two years and few individual referrals are allotted to this center. Personnel indicated a number of areas where offerings could be added to the program to enhance opportunities for men and women including: bank clerk, insurance occupations, cosmetology, police science, plumbing, electrician, teachers' aide, and dental assistant.

Employment Service counselors determine level of employability and test prospective trainees for vocational aptitude, using the Strong vocational test which is scored differently for men and women. The general feeling was that this standard test is one of the most valid known, despite the fact that it perpetuates stereotyping of vocational aptitudes. A new form of this test has been designed, but was not yet in use.

Counseling at this site is a cooperative effort between Skills Center and ES personnel based on a joint counseling plan. The ES counselors are concerned with employability and the education counselors with assisting the student with personal problems. Caseloads are about 60 to 70 enrollees, divided by occupation.

In terms of non-traditional training for women, one female has trained in machine operation and one enrolled in, but did not complete auto mechanics. About 15 percent of the enrollees in drafting classes previously held were women. More men have been involved in training for traditionally "female" occupations. Twelve men have trained in the clerical cluster and 18 of the 56 enrollees taking the LPN course at the time of site visit were men. ES reports that few requests have been made to place females in male-dominated occupations. The overall placement rate for completers at the time of the site visit was 90 percent.

No supportive services other than referral services are provided by the Center. Referrals are made for child care, social services, medical/dental services and licensing. A driver training service used primarily by men is among the supportive services utilized by enrollees.

The Center's pregnancy policy calls for a doctor's certificate in order that a pregnant enrollee can continue her classes. She may re-enroll if it becomes necessary to drop out.

Atlanta, Georgia

The Atlanta Skills Center is training mostly females (71 percent of the enrollment) in clerical, sales, alterations, and LPN. Male-dominated occupational offerings are carpet laying, welding and auto mechanics. One man completed the clerical course and one was enrolled in the alterations class. A few women have requested and received

placement in auto mechanics and welding but, to date, no women have completed either course. Women are not generally considered to be strong enough to be carpet layers because of the requirement to carry rolls of carpeting. In addition, problems were reported in placing male carpet laying completers because of union discrimination.

Enrollment was 200 trainees at the time of the site visit--58 males and 142 females. About 98 percent of the enrollees are black. The Atlanta Concentrated Employment Program (ACEP) provides funds for training persons from low-income target areas in the inner city. Funds for individual referrals are included in the center's budget but the work is handled by the employment service.

About 28 Skills Center personnel comprise the "contact staff", including education counselors, instructors and a coordinator of instruction. All related employment service personnel for recruitment/referral and job placement are on-site and work very closely with the education counselors and instructors. Some attention is given to needs and problems of women and minorities, addressing such areas as child care, transportation, drugs, health, alcohol, and prison records.

Referrals are made to the center from 14 ES offices around the city. Placement is based on interest of enrollees and test results. A pre-training orientation course lasting from two days to two weeks (depending on the student) includes such areas as ability testing, personal awareness, grooming, motivation, employability counseling and money management. It is in these sessions that the need for special educational programs is determined. There is also a five-hour period when the trainees sample training in various skill areas.

The primary function of the counselors is to help the enrollees adjust to training and to make referrals for services. Caseloads are large--one counselor had over 125 trainees. Personnel recognize the need for in-depth counseling to make certain the enrollee is receiving training properly suited to his interest and aptitude.

Only one full-time placement specialist serves this center and considering the level of enrollment (200) this is considered inadequate. Jobs are generally available in all the occupations for which the center trains, with high demand in LPN and clerical. The placement rate for the center is reported as 99 percent for completers.

Transportation is a problem in Atlanta as many available jobs are in the suburbs and public transportation for reverse commuters is poor. Most of the women with children and some of the men are considered to need day care services. Referrals are made for this and other needs of enrollees. There is a drug referral service used mostly by men. ACEP provides a variety of services for welfare recipients but resources must be located to serve others.

The center's pregnancy policy is, in most cases, that the pregnant student may remain in training as long as possible with reentry if termination is necessary.

Birmingham, Alabama

The Birmingham Skills Center serves a 70 percent non-white student population. A staff of 29 persons is headed by a director and an assistant. There is also a director of instruction (who has responsibility for all occupational clusters except LPN), a director of nursing, a supervisor of education counselors, and a supervisor of on-site ES counselors. The center has five basic education instructors, four education counselors (including the supervisor), three ES counselors (one of whom is a job placement specialist), and four instructor aides, in addition to the regular instructors. Occupational offerings are:

- LPN
- Clerical cluster
- Auto mechanic cluster
- Auto body
- Welders
- Air Conditioning/heat
- Machine shop
- Gasoline engine repair and light truck driver/warehouseman

The MDTA enrollees are initially interviewed by the Alabama State Employment Service at any of their offices including the Skills Center. Educational counselors and instructors at the Skills Center say that women are only offered courses in the clerical and health-related occupations by the ES counselors. If a woman is interested in clerical training but only a slot in an LPN class is open, an ES counselor most likely will refer the trainee to the LPN class. This creates attitude and motivation problems for trainees during their training.

In terms of non-traditional training activity, some women have trained in machine work, welding, and the auto cluster. There have also been a few men in the LPN and clerical courses. These individuals acquired training-related jobs; however, training is only done in those fields where there is a demand.

Referrals are provided to legal aid, child care and health/dental services. Personnel estimated that 75 percent of the females required day care services.

There is no formal written policy regarding pregnancy. Pregnant trainees must conform to general regulations regarding absences, with consideration as to how the pregnancy will affect training. Several of the personnel indicated that the enrollee would be involuntarily terminated with no constraints to re-entry to the program.

Chicago, Illinois

The institutional program in Chicago, Illinois, is part of the William L. Dawson Skills Center of the City Colleges of Chicago. The Center is located on the south side of the city in an economically depressed area.

The newly constructed facilities of the Dawson Skills Center offer the most modern equipment and materials for trainee instruction of any of the centers visited. Computer programs developed by the University of Chicago will soon be available for self-instruction and reinforcement of classroom learning. The center also has meeting and study rooms for trainees and a cafeteria which offers hot lunches at reduced prices.

The overall administration of the center and its programs is carried out by a director and two assistant directors. One assistant director has primary responsibility for operations; the other oversees the functioning of the various programs. The LPN course operates out of separate facilities and has an administrative head directly responsible to the Skills Center director.

The teaching and support staff numbers 54: 42 instructors, 7 counselors and 5 placement specialists. Two of the counseling staff and three of the placement staff are Illinois State Employment Service personnel. The director recently added personnel to the placement staff who are solely responsible for finding jobs for MDTA trainees. In 1973 the placement rate was reported as 92 percent.

Total enrollment in the program is 750--240 males and 510 females. Approximately 81 percent of the enrollees are non-white.

The Chicago program offers training in nine occupational areas:

- Stenography
- Bookkeeping
- Clerk-Typing
- Mechanical Drafting
- Keypunch
- Licensed Practical Nursing
- Tool and Die
- Machine Operations
- Welding

Basic Education in math and reading is also provided for students needing remedial instruction. The Chicago Center is unique in that in addition to English as a Second Language (ESL) which is offered to Spanish-speaking trainees, ESL clerical, stenography, and keypunch courses are also offered.

Referrals to the Skills Center are handled by the local Employment Service offices who test applicants to determine the level of employability. Applicants spend about a week visiting classes before they make a final training decision. Placement is based upon test results and the choice of the enrollee.

Pre-training orientation occurs over a one-week period when familiarization with center policies and procedures takes place. During this time tests are administered to determine basic education needs.

On-site counseling services are handled by Skills Center personnel who are concerned with the education and personal problems of trainees. Caseloads for the individual counselor range between 60 and 120 enrollees, depending upon occupational course enrollment. Monthly meetings are held with ES placement personnel at the center to discuss job-ready trainees and problem areas.

To date, one woman has been trained and employed in a traditionally male occupation--welding. At the time of the site visit, another woman was enrolled in the drafting course. A very small percent of the male enrollees were enrolled in female occupations. There was one male in the LPN program.

Supportive services at the center were not operational at the time of the site visit. However, it was anticipated that by early 1974 dental/medical and child care services would be available to enrollees as part of three new course offerings. It was estimated that 35 percent of the female and 5 percent of the male enrollees would take advantage of the child care services.

It is the Center's policy to handle pregnancy cases on an individual basis. A doctor's certificate is required stating that continuation in the program will not jeopardize the trainee's health, and that she can complete the course. If the trainee cannot remain in the program, she receives a medical leave of absence and may re-enter the program after confinement.

Cincinnati, Ohio

The Stowe Adult Center operates under the auspices of the Cincinnati Public Schools, and had 35 full-time staff members.

At the time of the site visit (October 1973) there were 247 trainees enrolled in MDTA programs. A breakdown of the trainee population by sex and occupational offering follows:

	Male	Female	Total
Clerical	6	76	82
Drafting	12	1	13
Machine Shop	25	1	26
Electrical	18	0	18
Welding	18	0	18
Auto Mechanics	15	2	17
Auto Body	16	0	16
Foods	8	16	24
LPN	0	33	33
	118	129	247

The Ohio Bureau of Employment Service is responsible for the recruitment, referral, and job placement of all trainees. However, the Employment Service Office refers many potential trainees to the Skills Center for an orientation which includes familiarization with all the course offerings provided by the center. After trainees have enrolled, orientation is held for one hour daily for one week. At this time testing is done to determine the entry level of enrollees into their courses.

One counselor at the center provides the majority of counseling services to trainees until one month prior to their date of completion. At this time, trainees are referred to the job orientation counselor.

Women trainees have enrolled in two traditionally male course offerings--auto body and machine shop. Male trainees have been enrolled in the clerical and the nurse aide programs.

The center does not provide any special services for enrollees such as health or dental and child care. Child care is considered to be a serious problem for enrollees. Approximately 60 percent (as estimated by center personnel) of the female enrollees and 20 percent of the male enrollees need day care services on a continuing basis.

There is no official center policy regarding pregnancy of enrollees. The enrollee is allowed to finish the program if she is medically able. If not, she is terminated for good cause and may be reinstated at a later date.

Denver, Colorado

Institutional skill training takes place in the Denver MDTA Skills Center, which is integrated into the Community College of Denver. The three campuses of the Community College offer a total of 75 courses to students in the Denver metropolitan area. About 30 of these are available to MDTA enrollees, including the following:

Health Occupations

Registered Nurse

LPN

Inhalation Therapy

X-Ray Technician

Dental Assistant

Nuclear Medicine

Nurses Aide

Surgical Technician

Ward Clerk

Business and Management

Computer Programmer

Accountant

General Office Clerk

Clerk, Stenographer

Medical Secretary

Business Management

Bookkeeper

Industrial Occupations

Office Machines Repair

Radio-TV

Drafting

Electronics

Auto Mechanics

Body and Fender

Production Machinist

Welding

Heavy Equipment Operator

Diesel Mechanics

Carpentry

Surveying

Community and Personal Services

Food Service

Early Childhood Education

Teacher Aide

Groundskeeper

Social Worker Assistant

This center has the largest number and widest variety of courses of the 12 sites visited. Most offerings are open-entry type workshops. There is also an individual referral component funded for 49 slots which is used to assign students to courses other than those listed above. Recommendations from personnel for additional areas to broaden training opportunities were cosmetology and clothing manufacture.

Skills Center staff include a director, who devotes 40 percent of his time to the MDTA program and who also functions as director of special programs for the Denver Community College. Three coordinators, one at each campus, oversee the functions of counseling, basic education and other MDTA program areas. Four counselors and six basic education instructors make up the remainder of Skills Center staff. Occupational instructors are employees of the college; however, the Skills Center does pay for part-time instructors to handle overload situations.

Referrals for MDTA enrollment come from the Concentrated Employment Program (CEP), and Service Employment Redevelopment (SER) which buy-in to the Skills Center program. In addition, the Youth Opportunity Center (YOC) and the Colorado Migrant Council also refer trainees. The State Department of Employment has two counselors on-site and two off-site to handle recruitment/referral and job placement.

A student profile at the time of the site visit shows that total enrollment was 176 trainees--53 percent male and 47 percent female. Students were 23 percent black and 40 percent Spanish-speaking. Median age was 24.8 years.

At this level the program is underenrolled for the approximately 330 slots funded through MDTA, CEP, and SER. Here, as in all the centers, the primary criteria for placing trainees in the program was the availability of slots. No formal pre-vocational exploration sessions are included in the Denver program, although the first one to three months are considered to be exploratory in nature.

The education counselors focus on personal counseling and orientation and have responsibility for class scheduling. The process is more involved at this center as enrollees take elective courses in addition to the vocational classes designed to develop specific skills. Counseling caseloads range from 32 to 95.

During the last five year period about 15 women and several men have enrolled in and completed courses traditionally for the opposite sex. Women have trained in drafting, radio/TV repair, welding, commercial art, auto mechanics. Men have trained to be early childhood education assistants, medical insurance clerks, library assistants and LPN's.

Health and legal services are available to the enrollees in addition to those available to all the college students--a career center with information on jobs, financial aid, student social activities, veterans education benefits, and community-related service programs. No day care services are provided and there are no specific referral systems for such services, although the personnel felt that between 55 and 80 percent of the women enrollees needed such services. The Skills Center director attempted to determine the cost of operating a day care center for enrollees and decided it would be prohibitive.

The Denver Skills Center has no stated pregnancy policy. Pregnant enrollees are not referred to training if their condition is known to the recruiter. Those who are in training are allowed to stay as long as it does not jeopardize their health to do so.

Little Rock, Arkansas

The Little Rock Skills Center staff includes one director, 2 counselors, and 11 instructors. Three ES personnel are also housed at the center.

The total enrollment at the time of the site visit was 120. Nineteen persons had completed training in September and by October, 18 of these trainees were placed on jobs. The racial composition of the Center is approximately 50 percent white and 50 percent black. Almost all of the enrollees are heads of households and 50 percent are veterans.

The following occupational offerings are available at the Center:

- Air Conditioning
- Automotive
- Clerical (typing, filing, record keeping, shorthand machines)
- Welding
- Upholstery
- Auto Body

The local Employment Service office recruits approximately one-fifth of the enrollees. The remaining enrollees are walk-in referrals to the Skills Center where ES personnel process their applications at the center. Many enrollees are from other parts of the state.

A small number of males have enrolled in the clerical cluster. Those who completed the course found jobs. No women have been enrolled in the traditionally male clusters.

Child care and other special services are not available at the center, but referrals to such services are made through the counselors.

The Skills Center has no formal policy regarding pregnancy of enrollees except that they do not accept pregnant women into the program. Those trainees already in the program who become pregnant may stay as long as they are able.

Los Angeles, California

The Watts Skills Center appears well-staffed and trainees indicate much enthusiasm toward their training. The overall staff consist of:

- Principal (1)
- Vice-Principal (1)
- Counselors (4)
- Instructors (7)
- Employment Service Personnel--Recruitment and Referral Specialists (2)
- Placement Specialists

Recent cuts in funding forced a drop in the trainee enrollment from 1,200 to 262. At the time of the site visit (October 1973), the total enrollment was 214--99 males and 115 females. The enrollment was primarily black. The current occupational offerings of the center include:

- Auto Mechanics
- Auto Body Repair
- Multi-industrial Fabrication
- Clerical--Clerk-Typist
- Stenography
- Bookkeeping

- Licensed Vocational Nursing
- Basic and related education courses
- Accounting Clerks
- Medical-clerical Assistants

New enrollees report to the center already assigned to an occupational offering. Changes can be made, however, within two of the clusters, clerical and multi-industrial fabrication.

Because large companies are not located in the Watts area to hire center trainees, the Skills Center has prepared and successfully launched a program designed to encourage employers in the greater Los Angeles area to hire Watts trainees. The placement rate according to the Principal is approximately 90 percent.

There are a number of males enrolled in traditionally female occupational training offerings, e.g., clerical and nursing, but to date no women have enrolled in traditionally male occupational offerings. The males who completed their training in clerical and nursing found training-related jobs.

The center provides an extensive counseling service to enrollees which includes legal aid counseling for those in need of such assistance. Special services such as child care and dental care are not available at the center. Arrangements for such services are made by the counselors. The three most needed services according to personnel in Watts Center were child care, health and legal services. Referrals for health services were about even for men and women. Child care was needed most often by female enrollees and legal services were needed mostly by male enrollees.

The center has no fixed policy on pregnancy of enrollees. They are generally kept in training until the seventh month or as long as possible. They are terminated for good cause and assisted in re-entering as soon as they are able.

Phoenix, Arizona

The Maricopa County Skills Center is staffed with counselors, job developers, a registered nurse, and an accounting department, in addition to their staff of instructors. All the occupational clusters operate on the "open-entry/open-exit" concept.

The center is currently training in the following occupations:

- Air Conditioning and Heating (Basic and Advanced)
- Automotive (Basic and Advanced)
- Auto Body and Repair
- Cashier Sales
- Clerical
- Culinary
- Keypunch
- Machinist
- Meatcutters
- Nursing Aide
- Pre-Apprentice Construction
- Tool and Die
- Welding

Recruitment to the Skills Center is handled by the various referral agencies. Periodically personnel from these agencies go into the communities and do house-to-house recruitment. Television, newspapers and monthly Skills Center newsletters are also utilized. Referral and orientation are also the responsibility of the various referral agencies.

Women trainees have enrolled in traditionally male occupational offerings at the Center, including welding, auto mechanics, and meatcutting. Men have enrolled in both clerical and nursing. Both male and female completers have found employment. Special services provided through the center for the enrollees include dental and eye care. The referral agency handles any day care provisions necessary.

This center has a written policy concerning pregnancy of enrollees. After the fifth month of pregnancy, the enrollee must bring a monthly statement from a doctor as to the condition of her health. She may stay in the program as long as her doctor recommends.

Pittsburgh, Pennsylvania

The Connelly Skills Center, located in downtown Pittsburgh, was formerly a vocational-technical high school. This facility now houses not only the MDTA programs, but also the four others listed below:

- A post-secondary technical program called "13th and 14th years"
- "Project Advantage" for the multi-handicapped
- A state-funded re-training program
- Adult basic education remedial programs

Prior to the site visit, a reorganization resulted in appointment of a new director and assistant director. These individuals had been in their positions three and two months, respectively. There are 23 full-time and two part-time Skills Center employees.

Enrollment was 181--105 male and 76 female. The center's enrollees are 70 percent white and 30 percent black; the city has a 40 percent black population.

Recruiting, as such, does not take place in the Employment Service office. Applicants are walk-ins for the most part who receive a list of courses and take general and aptitude tests. There is usually a wait for enrolling in training. In addition, the recruitment/referral personnel interviewed indicated they had no contact with the Skills Center staff and felt that they should be located at the center and have more knowledge of the training program available to them.

The training program includes the following course offerings:

- Auto Body
- Auto Mechanics
- Clerical
- Metal Fabrication
- Machine Operator
- Nurse Aide
- Surgical Technician
- Combination Welder

Females are enrolled in only three offerings--clerical, nurse aide and surgical technician. On the other hand men are enrolled in every course offered by the center. At the time of the site visit one male was in clerical, four in nurse aides, and four in surgical technician in addition to enrollment in the male-oriented offerings. In the

past one woman had trained in welding, but it is not known if she was employed. Several male clerical completers did not get training-related jobs.

The general feeling among personnel was that women would not be hired in Pittsburgh in male occupations. In addition to the unionization of many of the male fields, employer attitudes are strongly traditional.

Pennsylvania state law prohibits suspension of pregnant women from training so they are allowed to continue subject to a doctor's recommendation. Some efforts were made to collaborate with a nearby high school for unmarried pregnant girls in establishing a day care center to serve both insitutions. These efforts have not materialized.

San Antonio, Texas

The San Antonio Skills Center, is the third campus of the San Antonio Union Junior College District. Application to the center is made through the Texas Employment Commission, its satellite offices and the offices of CEP, SER, or WIN. While the center occupies approximately one-half of the building, the other half houses the Frederick Air Conditioning Plant, which employs many of the enrollees after completion of their training.

The Texas Employment Commission (TEC) maintains a branch office at the Skills Center to facilitate placement of trainees; however, all staff members participate in job placement. The current placement rate for the center is reported as approximately 88 percent.

As of September 30, 1973, the total enrollment was 220; 173 males and 47 females. The majority of the enrollees were Spanish-speaking. Counselors from referral agencies such as TEC, CEP, SER, WIN, choose the trainees for available spaces. Characteristics of trainees include: primarily heads of household, and individuals who meet the government definition of disadvantaged.

Following is a list of the current occupational areas offered by the center:

Occupational Offerings

Clerical
- File Clerk
- Clerk-Typist
- Clerk, General
- Stenographer

Automobile Mechanics

Electrical Appliance

Automobile Body Repair

Production Machine Operator

Combination Welder

Radio and Television Repair Service

Small Gasoline Engine Repair

Automobile Emission Control

Basic Job Related Education

Paramedical Training

Furniture Upholsterer

Aircraft Sheet Metal

Males and females are both enrolled in non-traditional occupational categories. Women are presently enrolled in auto mechanics. There have also been women enrolled in radio and TV repair. A number of men are enrolled in the clerical cluster. The barber school and the cosmetology school have enrollees of both sexes. These two schools are not located on-site, but trainees are allowed to attend and their tuition is covered by the center.

The receptiveness of employers plays an important role in non-traditional training and eventual employment in this area. Center personnel report that employers are not receptive to entry-level enrollees in non-traditional areas. The health-related training occupations are particularly appealing to women enrollees in San Antonio because of a shortage of labor in the health-related areas due to rapidly expanding health facilities in the area.

Child care arrangements are generally made for the enrollees through the various programs under which they enter the center. Very few, according to center personnel, have any great problem with child care. The center itself does not have any child care facilities, but refers trainees to the appropriate agency.

There is no formal policy at the center concerning pregnancy of enrollees. Staff encourage pregnant enrollees to remain in the program as long as their health permits. They are put on a holding status if they have to leave and may return when able. The center provides medical coverage for enrollees and, by placing a student on a holding status, a pregnant woman is still eligible for the medical coverage.

Trenton, New Jersey

The Mercer Manpower Training Skills Center has developed nearly 70 Work Experience sites throughout the metropolitan area which provide the enrollees with actual experience while they are still enrolled in the program. This work experience, followed by efforts of the Employment Service, in conjunction with the program teams, have resulted in accelerated placement rates.

The Mercer Skills Center offers training in four occupational clusters and basic education; commercial services, automotive, health services and industrial repair/building maintenance.

While several male trainees are enrolled in the clerical cluster, the female trainees have, with the exception of graphics, remained in the traditionally female occupations. Personnel cite the reluctance of employers to hire women in jobs requiring physical strength.

The center does not provide any special services to trainees. Health care problems are referred to local and state agencies by the ES coordinator.

There is no written policy concerning pregnancy of trainees. They are allowed to finish the course if they are able.

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A Summary of Findings of the Evaluation of the Availability and Effectiveness of MDTA Institutional Training and Employment Services for Women

Background and Scope:

The study provides the first comprehensive analysis of available data to determine the impact of institutional training on women. Specific purposes of the study are:

1) To develop a synthesis of information useful to planners and administrators concerning the effectiveness of occupational training and services in preparing women for entry and re-entry into the labor market.

2) To review and analyze data relating to occupational program offerings in which women are enrolled in skills centers.

3) To examine how the system works for women clients (e.g., to what extent courses are sex-stereotyped; how women fare in the recruitment, selection and referral process, differences in job placements for men and women).

4) To identify and analyze those factors which appear to affect adversely the performance of women during institutional training.

The study was divided into two phases. Phase I had two major tasks: (1) a literature search and (2) a re-analysis of data from the MDTA Outcomes Study. The literature review concerned secondary data sources such as national labor force statistics and DOL/USES data relating to women as enrollees in manpower programs. The MDTA Outcomes Study was the only source of outcome data for institutional trainees. Merging social security data with study data, the re-analysis provided new information about characteristics of female trainees as they relate to pre-and post-training occupations and the extent to which institutional training programs served as part of entry or re-entry into the labor force.

Phase II was an exploratory data collection effort to assess factors which appear to affect the performance of women during institutional training in 12 cities. Skills center staff and employment service personnel were interviewed. A sample of students attending classes at the time of the field review was administered questionnaires, and data was collected from records of a sample of previous enrollees to provide information on enrollee characteristics, completion and placement rates.

This is a summary of findings from three volumes: Re-Analyses of data from MDTA Outcome Study; the Review of Literature and the Final Report.

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Findings:

Data collected from the several respondent groups at the 12 study Skills Centers point up two major findings concerning women in manpower programs:

> Female trainees are generally being trained in the same occupation as the occupation of their last full-time job.
>
> There is little enrollment of trainees in courses traditionally reserved for the opposite sex, and when such enrollment does occur, it is more likely to be a male enrolling in a female course rather than the reverse.

More than 92 percent of the female enrollees in the sample who were employed before training held jobs in health-related and clerical/sales occupations. (This follows closely patterns evidence in national statistics on women in the labor force.) Of these, 93 percent are currently enrolled in these same occupation categories. This pattern also holds for former female enrollees. Fifty-six percent of these employed before training had health and clerical jobs; and 94 percent received training in these occupations.

Over 80 percent of the female enrollees requested training health-related and clerical areas. However, 80 percent also indicated that only three training options were discussed with them before they entered the programs: professional health (LPN), health services and clerical/sales. Data also indicate that nearly 20 percent of the male enrollees requested and received training in "female" occupations, but less than 3 percent of the females entered traditionally male courses. These data suggest:

> Manpower training for women is directed primarily toward upgrading previously acquired skills and affords few opportunities for training in alternative occupations.
>
> There is evidence of stereotyping in the training placement of female enrollees--from the personnel involved in the training program and from the female trainees themselves.

Limiting training opportunities for women primarily to health and clerical occupations appears to result in restrictions in future incomes. Data collected by the study team sho that the average hourly wages for "female" occupations were generally below $2.00 while typically male occupations paid more than $2.50 per hour. This fact is of particular importance since the females in training were more likely than males: (1) to have dependent children; (2) to be separated or divorced, and thus be the primary support of the household. Many female trainees have as great or greater financial responsibilities than their male counterparts in the training programs.

Male enrollees are more likely to have a broader range of training choices. Efforts to broaden training options at the centers visited were, for the most part, not directed toward expanding training options for female.

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Female enrollees see child care as a primary problem during training and in keeping a post-training job. Program personnel also recognize that child care is a problem for female enrollees, yet none of the centers visited provide this service.

The Re-Analysis of Data from the MDTA Outcome Study, using measures such as job placement, length of training, post-training income and the completion of training, indicates that in some ways the MDTA training has been at least as successful for women as for men. These include:

Females were far more likely than males to use their acquired training in post-training employment (62% of females vs. 39% of males.)

Females experienced the highest incremental earnings across all training periods and occupational categories, i.e., $965 for females vs. $692 for males.

A significantly greater percentage of female trainees (39%) than male training (32%) felt that MDTA training helped them get a job.

However, there were some indications that the training program had not been as successful for women as men. These include:

A larger percentage of females (15%) than males (9%) were found to have reported no post-training earnings.

Females showed a lower coorelation than males between months in training and large salary increases.

Findings from the Literature Review were similar. When previous studies which focus on Manpower programs are analyzed in terms of women, pertinent findings surface:

1) Emphasis appeared to be placed on training for women in high demand occupations, i.e., those with high turnover rates.

2) Female trainees were seriously hampered by the lack of counseling, supportive services and flexible training schedules.

3) Males trainees had more job alternatives available to them and were therefore less dependent on the training program.

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